

VOLUME 4

The

NUMBER 5

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



OCTOBER, 1924



War In The Text Books

War is not innate. It is produced by our concepts and by what we teach our children. And one of the worst offenders on earth is the Western Caucasian. War is a useless relic of savagery. It is the most wasteful of all enterprises, and it becomes increasingly wasteful as society becomes more complex. Real war is brutal, bloody, cruel; there is little noble or worthy of emulation about it. The time for teaching the truth about it has come. Educators and historians have too long poisoned the mind of the oncoming generations with their glorification of war. The future demands a type of history that will not exaggerate the place of war, which will show its true nature, and which will develop in children the will to peace. Parents should demand such histories, school boards should instal them, publishers should issue them, and historians should prepare them.

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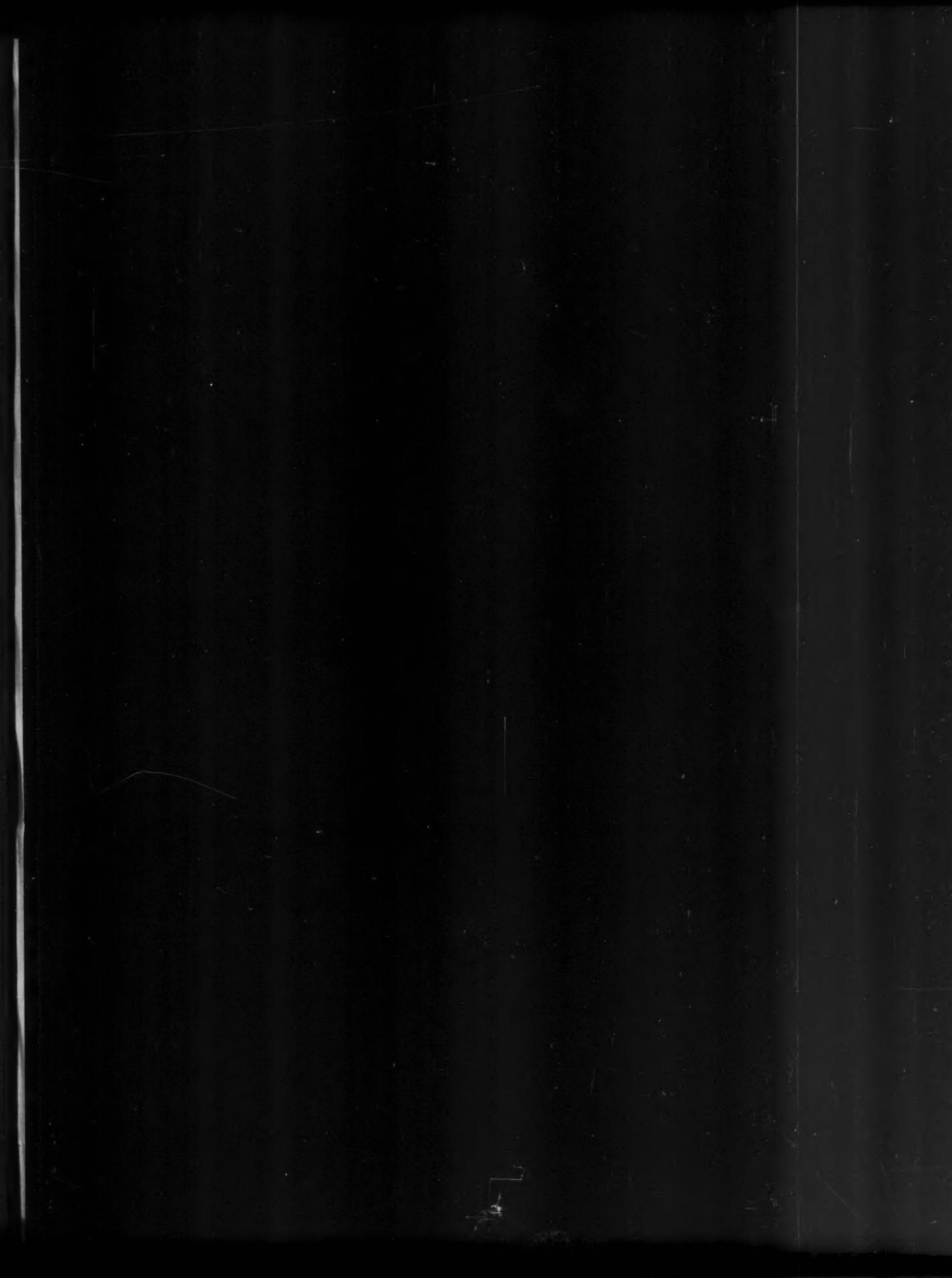
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The A.T.A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



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Edmonton, October, 1924.

No. 5

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General Secretary-Treasurer,
Alberta Teachers' Alliance,
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Official Announcements

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Annual Salary	Membership		Subscription Dues to A.T.A.	to The A.T.A.	Total
	A.T.A.	Magazine			
(1) Under \$1500	\$ 5.00	\$ 1.00	\$6.00		
(2) \$1500 but less than \$2000	7.00	1.00	8.00		
(3) \$2000 but less than \$2500	9.00	1.00	10.00		
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THE MEANING OF DAY AND NIGHT



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Report of Proceedings of the C.T.F. Meeting at Victoria

Moved by Mr. W. W. Scott, seconded by Mr. J. W. Barnett (Alberta):—

Resolved, That this Convention go on record as endorsing the policy of Teachers' Conventions, Institutes, etc., being held under the auspices of the Provincial Teachers' Organizations. *Not recommended.*

Moved by Lt.-Col. Mitchell, seconded by Mrs. Elizabeth A. Irwin:—

Resolved, That the Secretary prepare a complete statement of the aims and accomplishments of the C.T.F. and forward same to the Secretaries of the Provincial Organizations for insertion in the next issue of their respective magazines. *Carried.*

Moved by Dean Laird, seconded by Mr. E. J. H. Morrissey:—

That the best thanks of the C.T.F. be and are hereby tendered to the Lieutenant-Governor, Hon. W. C. Nichol, and Mrs. Nichol, to the Premier and Government of the Province of British Columbia, Hon. J. D. McLean and Department of Education, Mayor Reginald Hayward and the Aldermen of the City of Victoria, Mr. Geo. Jay, Chairman of Victoria Board of School Trustees, The Women's Canadian Club, The Victoria Teachers' Association, Mr. and Mrs. Butechart, Mr. H. P. Hope, Dr. Plaskett and Staff, Officer Commanding the 16th Can. Scottish Battalion and members of the Bank, The Chamber of Commerce, Service Clubs for their official welcome, reception and entertainment at the Fifth Annual Convention held in Victoria, to the C.P.R. and management of the Empress Hotel, and the C.N.R., to the Premier of Ontario, the Mayor of Toronto, Chairman of Toronto School Board, and the Toronto Teachers' Council; and to the Board of Trade of Winnipeg and the Manitoba Teachers' Federation for the invitation to hold the Convention of 1925 in the Cities of Toronto and Winnipeg. To the United Typewriter Co., for loan of typewriter during the Convention, to the Victoria Daily Colonist and the Victoria Times; to the artists at the reception, and to all who have in any way aided in making the Convention such a pronounced success, and that the Secretary send suitable letters to those named. *Carried.*

Resolved, That the Canadian Teachers' Federation Executive take steps without delay to draw up a model form of agreement between teachers and School Boards. (Alberta.) *Carried.*

Resolved, That steps be taken by the Canadian Teachers' Federation with a view to amending the tariff and customs regulations so that textbooks and other educational material may be admitted "duty free." (Alberta.) *Carried.*

Moved by Mr. G. A. Ferguson, seconded by Mr. J. W. Barnett:—

That the membership fee for the Canadian Teachers' Federation be 50c per member for the first 1,500 members, and 25c for the next 1,000 members, and that the maximum fee from any affiliated organization be \$1,000.00. *Carried.*

Moved by Mr. J. G. Lister, seconded by Lieut.-Col. Mitchell:—

That a vote of thanks be extended to the retiring officers for the successful direction of this Convention. *Carried.*

Moved by Mr. H. C. Newland, seconded by Mr. J. W. Barnett:—

Resolved, That authority be hereby given to the Executive of the Canadian Teachers' Federation to initiate arrangements for a Bureau of Statistics on Educational costs, in order to obtain data for comparison of the various Provinces. (Alberta.) *Carried.*

Moved by Mr. R. E. Howe, seconded by Mr. C. W. Laidlaw:—

Resolved, That the Executive Committee be instructed to make full investigation into the advisability and feasibility of the publication of a Canadian Educational magazine under the auspices of this Federation; that tentative plans be prepared and estimates obtained; that full details of the progress of the Committee be reported from time to time for the Provincial Organizations, and that a final report be submitted to this Convention next year. *Carried.*

Moved by Mr. J. E. Somerville, seconded by Mr. E. J. H. Morrissey:—

Resolved, That a Committee be appointed to investigate and report upon the advisability and feasibility of a Dominion Registration for teachers, and to compile information and recommendations relative to the inter-provincial recognition of Certificates. *Carried.*

That the C.T.F. financial year be from July 1st to June 30th, and that the different affiliated organizations be assessed the per capita fee as provided for in the Constitution, in each and every member paying the fixed annual due to his own Provincial Organization. *Carried.*

Moved by Mr. J. W. Barnett, seconded by Mr. G. A. Ferguson:—

That the financial year be from August 1st to July 31st, and that the different affiliated organizations be assessed the per capita fee as provided for in the Constitution in each and every member paying the fixed annual due to his own Provincial Organization during the above-mentioned year. *Carried.*

Moved by Mr. H. Charlesworth, seconded by Mr. E. S. Martin:—

That a Canadian Federation News Bulletin service for the coming year be instituted.

From the Canadian Red Cross Society (Miss Jean E. Browne, Nat. Dir.):—

Resolution endorsing the organization of Junior Branches in the classrooms of Canada.

Not recommended—laid on table.

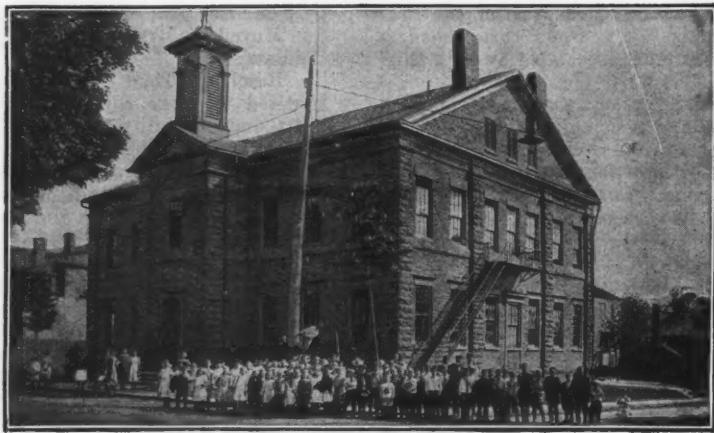
Prince Edward Island:—

That the Canadian Teachers' Federation be requested to take steps to secure a uniform series of School Textbooks for use in the schools of all the Provinces. *Not recommended.*

That the Canadian Teachers' Federation be requested to use its influence to procure a Dominion Teachers' License which would qualify a teacher to teach in any Province in the Dominion. *Not recommended.*

That the Canadian Teachers' Federation be asked to request affiliated bodies to admit to membership members of any other affiliated body for the unexpired term of their membership. *Already done.*

That the Canadian Teachers' Federation approve of the adoption of the Weir version of the Canadian National Anthem for use in all schools, and instruct the incoming Executive to draw attention of Provincial Departments of Education to this matter, with a



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view to the selection of this version as the authorized one for use in all English schools. *Recommended—laid on table.*

Moved by Mr. E. S. Martin, seconded by Mr. Elliott:—

That the report of the organizers of the Trans-Canada trips to the Convention be received and the heartiest congratulations extended to those who, by organizing and taking the trips, did such excellent work in creating the good feeling existing between the educational bodies of the various Provinces.

Moved by Mr. G. A. Ferguson, seconded by Mr. J. G. Lister:—

That the incoming Executive be requested to take steps to see that an interchange of the magazines of each Provincial Association be arranged in such numbers that copies may be placed at the disposal of local Associations in each Province.

Moved by Lieut.-Col. Mitchell, seconded by Miss H. G. Roberts:—

That the President and Secretary of the C.T.F. are authorized to expend a reasonable amount of money throughout the coming year in the dissemination of news to the various Provincial Organizations.

Moved by Mr. R. E. Rowe, seconded by Mr. J. G. Lister:—

Resolved, That the Executive Committee be instructed to initiate arrangements for the same facilities for the exchange of teachers among the Provinces of Canada as now exist for those wishing to teach in other parts of the Empire. *Carried.*

Regulation:—

The C.T.F. shall pay the expenses of the delegates according to the following scale: "For organizations with a paid-up membership up to 750, the expenses of one delegate shall be paid; for those with a membership of 751 to 1,251, the expenses of two delegates shall be paid; and for those with a membership of 1,251

members and over, the expenses of three delegates shall be paid."

No notice given—passed over to next business.
Moved by Mr. Ferguson, seconded by Lieut.-Col. Mitchell:—

That Article 10, Section (d) be amended as follows: "Each Province shall have three votes, a majority vote to prevail, providing, however, that to carry a question involving a matter of policy, a majority vote in its favor from each and every Province represented shall be necessary."

Moved by Lieut.-Col. Mitchell, seconded by Mr. G. A. Ferguson:—

That Article 8 be amended by the addition of Section (d), as follows: "It shall be the duty of the Executive representative of each Province to communicate with the Secretary of each affiliated Provincial Organization in the Province which he represents on every matter brought before his notice as a member of the Executive."

Carried.

At the meeting of the Executive held in Victoria, following the Convention, it was decided to ask the Quebec Organization to investigate the feasibility of publishing a Dominion Teachers' Journal, and to be prepared to make some recommendation at the Toronto Convention.

British Columbia was asked to prepare a recommendation on questions of Teachers' Pensions.

Saskatchewan was requested to study the question of teachers' contracts.

Manitoba was requested to submit some scheme for establishing a Teachers' Registration Council in Canada.

Other topics will be assigned other organizations in due course.

J. G. ELLIOTT,
Secretary.

What The Alliance is Doing For Individuals

INNISFAIL CASE

Our readers will remember that in the August issue of the A.T.A. Magazine we quoted from the Innisfail Province with reference to the (in our opinion) wrongful dismissal of the Principal. The representative of the Alliance came to the conclusion after a very lengthy investigation that school matters were not decided by the Innisfail Board on their merits, from an educational standpoint. More than one person very influential in local educational circles did more than hint that church affiliation had not a little to do with the matter. "The password is Presbyterian!" was a phrase used by one member of the School Board to the Alliance representative in the presence of a third party when discussing the local School Board difficulty. We certainly do not desire to cast any aspersion on the governing body of the Innisfail Presbyterian Church, but it is certainly strange that such a phrase should be used by a member of the School Board, and if church influence or affiliations had nothing to do with the Principal's being asked to resign, then the individual making the statement should acknowledge that he made a false statement, and the Innisfail School Board should at the same time, and in order to allay suspicion, state their specific reasons for their strange course of action. Presbyterians and Methodists against the Anglicans, or opposition or emulation be-

tween any other church bodies, resulting finally in humiliating a teacher, should not be tolerated by fair-minded and sincere members of any church; and, certainly, the teaching profession rejects strenuously church affiliation or influence being a factor in deciding the matter of dismissing or retaining a teacher.

It is gratifying to learn that loyal members of the Alliance refused to accept the Principal's position at Innisfail, although it is equally painful to the Alliance that certain members of last year's Innisfail staff have not fallen into line with the previous indications shown by them to stand behind their protest to the School Board against their action in forcing the resignation of their respected previous Principal. The late Principal of the Innisfail School is taking action against a member of the School Board for alleged "slander." The Innisfail case is not yet finished.

Certain members of the Board visited the Department of Education and interviewed the Deputy Minister together with the local member of the Alberta Legislature. The previous Principal, accompanied by a friend, was present in an adjoining room, and, we learn on excellent authority, that it was not until the local M.P.P. protested that the members of the Board consented to the teacher's being present while he was being discussed. Furthermore, we learn that the alleged slanderous statements were not intended by the

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Physics I.
Agriculture I.

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Latin
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GRADE XII.—

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History of English Literature
History (Marriott and Botsford)
Algebra
Geometry
Trigonometry
Chemistry
Physics
Latin
French

member of the Board to cast any aspersions on the Principal.

Furthermore, we learn from an indirect source that the members of the Board present at this interview in the Parliament Buildings spoke very highly of the teacher's integrity and of the way in which the tone of the school had been raised by the teacher in question. It was just a case of the Board feeling that it was in the interests of the school that they "had a change." Does it not follow that the teacher's integrity, etc., must be one of the reasons for desiring a change? Is there any public servant living, whether he be elected or appointed, who could not be economically slain—in other words, "fired"—for a similar reason? Certainly there never was a teacher so perfect in the eyes of everybody—Board, pupils, parents, ratepayers and others—that there could not be found who would make the statement that it would be better to have a change. And the strange thing is that, in most cases of this kind, the statement is made under pretense of being a well-wisher of the teacher.

The Innisfail case is another glaring instance of the facility provided under the present form of agreement to try a teacher by "Star Chamber Methods." We are informed that the question of dispensing with the Principal's services was settled by the Innisfail Boards months before the teacher had the slightest suspicion of their kindly (?) intentions towards him.

Quite a number of recent cases have been the subject of investigation by the Alliance, where members of School Boards have allowed their inclination to make too free use of the tongue to override their sense of dignity and responsibility; haphazard and irresponsible statements have been made at School Board meetings and elsewhere, having no foundation in fact, and besmirching the teacher's character and staining his reputation. The Alliance would very much like to know just where all parties stand in regard to such unbridled and irresponsible utterances. Does "privilege" in such cases throw wide open the floodgates of enmity, personal prejudice and malice? Are School Board members immune from the legal consequences of slander? Has a teacher's fair name, under these conditions, any shield whatsoever to safeguard it from the darts of malice, vindictiveness, thoughtlessness and irresponsibility?

A FULL YEAR'S PAY FOR A FULL YEAR'S WORK

The Airdrie School Board refused to pay a teacher the full year's salary after she had taught every day provided by the School Board during a calendar year. The Board was sued and incurred unnecessary costs and entered no defense. It would have cost the Board less to have paid what was legally due to the teacher without forcing action in the courts. The teacher in question is over \$60 better off because the Alliance stood behind her and saw that she received what was due to her by a Board anxious to "beat the teacher" out of a few days' pay. Since this matter arose another teacher has written us complaining of having received similar treatment from the Airdrie Board. We wonder if there are others?

SICK PAY

The Alliance is dealing with several complaints from teachers with regard to payment during sickness. Teachers are often negligent with regard to this matter. No matter how much a Board may be trusted to do the right thing, a teacher in a village or rural school should be particularly careful to carry out the regula-

tion with regard to forwarding a medical certificate; otherwise, a School Board is justified legally in withholding payment.

One teacher signed three different agreements with a School Board in less than a calendar year. Shortly after the last agreement was signed he was compelled to undergo an operation. The Board is contesting their liability to pay him for the greater portion of the time during which he was absent through sickness. Had there been only one agreement signed, the Board could not have avoided their obligation to pay the teacher for the whole time during which he was absent, but they contend that he is entitled to only a small fraction of a year's allowance for sick pay, because the agreement under which he is now serving has only been in effect for a small fraction of a year. These so-called New Canadians certainly need no "coaching" with respect to fine points of law in aiding them to wriggle away from meeting obligations. The Alliance is endeavoring to persuade this School Board to weigh the matter from a moral rather than from a strictly technical and legal standpoint.

In another instance a Board signed an agreement with a teacher in July, 1923. The school was to open on September 1. The teacher, after the date of the execution of the agreement, was engaged as a servant of the School Board. She was compelled to enter hospital on the date arranged for the opening of the school, and could not appear for duty until October 1. The School Board disputes their liability to pay the teacher during her absence for sickness, on the ground that she was not in their service until she actually commenced her duties with them. It remains to be seen whether their contention will prove to be valid.

Another School Board is withholding sick pay from a teacher who was compelled to send in her resignation because of poor health. She left school, and afterwards forwarded to the Board a medical certificate proving that the teacher was incapacitated. The Alliance is taking steps to collect the teacher's salary, during sickness, for such proportional time as her agreement was in force throughout the year.

HEARING REFUSED

The Alliance Law Committee has under consideration several cases where School Boards have not carried out the provision of the teacher's agreement with respect to termination; that is to say, the teacher was notified that the Board gave 30 days' notice of termination of agreement, without having previously served on the teacher two days' notice of a meeting of the Board called for the purpose of discussing the reasons of the Board for proposing to terminate the agreement.

One particular Board member journeyed all the way to Edmonton to find out whether or not the Board could avoid giving the teachers a "hearing." Owing to some difference between the agreement actually signed and the supposed "copy" at the Department, an incorrect impression was conveyed to the Chairman of the Board in question, and the teachers were dismissed without a hearing. This particular Chairman visited the Alliance office and endeavored to exact a *quid pro quo* from us—"Let the Alliance allow us to get rid of these teachers, and I'll promise that the School Board will in future employ only teachers who are members of the Alliance, and we will 'pay them good' into the bargain." He was informed that it was not the policy of the Alliance to "barter their obligations" to see that every teacher received a square deal. As might be supposed, it was not the inefficiency of the teachers concerned which was called into ques-

October Price List

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Grade VII. — Literature, History and Civics, Geography	\$3.85	\$3.65	\$3.50	\$3.35
Grade VIII. — Literature, History and Civics, Arithmetic, Geography	4.25	4.05	3.85	3.65
Grades VII. and VIII.—Art, Composition and Grammar, Physiology and Hygiene, Agriculture	4.25	4.05	3.85	3.65
Grades IX., X. and XI.—Any Subject	4.50	4.30	4.00	3.80
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tion; nevertheless, the teachers were needlessly and wrongfully dismissed and their home broken up. The "home-breaking" aspect of the question was pointed out to a member of the Board, and his rejoinder was: "Well, if you don't expect to be moving on every year, you shouldn't be teachers. You must expect it; it's a part of the profession." Quite true, moving on is a part of the teaching profession. Teachers seem to be people who constantly get in the way of School Boards and must necessarily be kicked off the sidewalk into the mud. Something more may yet be heard of the Cluny case.

A teacher employed as Principal by the Rumsey School Board received a letter on August 26 informing him that, 30 days from the date of receipt of that communication, his contract would be terminated. The teacher was informed that he had the privilege of applying for the position at a salary lowered by two hundred dollars per annum, but that his application would be considered with others. Teacher arrives back "home," finds another appointee installed in school and residence. He offered to settle matter by Board making reasonable offer of settlement. Teacher is acting under advice of Alliance solicitors.

SHORT PAY

A School Board withholds \$100 from teacher's salary on the ground that it would pay for rent of shack and fuel. No provision was made in agreement respecting shack and fuel, although teacher has affidavits from previous members of the Board who made the agreement with her that the Board agreed verbally to give residence and fuel free of charge to the teacher. Board has been informed that it must pay balance of salary as per contract.

Another teacher was compelled to borrow money from friends to enable her to travel to new school. She had received less than \$30.00 cash in six months. Board in good financial position; Secretary-Treasurer too dilatory to carry out orders of Board to arrange loan to pay teacher. Ultimatum sent to Board by Alliance. Board replies it will pay in five days. Alliance agrees to suspend action for short time longer. Teacher expects cash every day.

Here is a School Board trying to avoid living up to agreement with teacher. This is second time in less than a year that this Board has been reported by teacher members of the A.T.A., of trying a little "sharp" practice. Board replies to Alliance communication somewhat "tartly," stating that A.T.A. is generally there when asked for assistance by teachers

trying to "put one over" a School Board. "Putting one over," being interpreted by the A.T.A., means, in this case, the supporting of a member whose previous employers wanted to avoid carrying out the agreement with respect to salary. Board has promised to pay out of the Government grant. Alliance has recommended teacher to agree to the suggestion.

LIMESTONE LAKE VS. ARTHUR BIRKETT

Case where Board "fired" teacher and then closed school in order to avoid paying salary for 30 days—the notice period. Board's solicitor has offered to make a settlement, details of which have not been finally agreed upon.

PERMIT TEACHERS PREFERRED

The following is one of a type of cases which is brought to the attention of our office, probably one a month on the average: A qualified teacher applies for a school previously held by a "permit" teacher. The Board ignores the application of qualified teachers and engages another "permit" teacher or re-engages the previous teacher whose "permit" has not been renewed. The teacher, her parents, or some ratepayer writes to the Alliance asking indignantly whether or not something can be done to uphold the interests of the qualified teacher.

The procedure adopted in the case in mind was to write the Department of Education and the Inspector of Schools and lay before them the nature of the complaint. Replies state that if the teacher in question has not qualified since the termination of her "permit" the Inspector will not recommend that a "permit" be granted to teach in this school, and the Department will not issue a "permit."

QUERY

In cases where the Department, the Inspector and the Regulations are all defied by a School Board: if a teacher is engaged who is unqualified, after the Department has refused to grant a "permit" and the Inspector to recommend one, what penalty is exacted from the School Board? Is the grant automatically denied them? Does the Department of Education ever sponsor a prosecution of the teacher who, being unqualified, is breaking the law?

If drastic action were resolved upon, and determination unwavering from, breaches of the School Law in this regard would become a thing of the past, and qualified teachers would get a better "show" in a large number of cases.—J.W.B.

Departmental Procedure Regarding Agreement

When the Executive of the A.T.A. met with the Minister of Education some weeks ago for the purpose of presenting the resolutions passed by the last Annual General Meeting, the objectionable "TWO DAYS' NOTICE" feature of the present prescribed form of agreement was discussed and an amendment providing for "TEN DAYS' NOTICE" was urged.

During the discussion, the Minister took exception to the publication some months previously of a statement that the most recently issued form of agreement had been issued without the A.T.A. being taken into the confidence of the Department. The Minister maintained that he had taken both the Trustees' Association and the Alliance into confidence, in that he

had arranged for a conference between the Alliance and the Trustees for the purpose of trying to get both parties to arrive at some understanding with regard to agreements; that after the two parties had shown themselves unable to harmonize their views, he, the Minister, thought he had better draft an agreement form "on his own."

The statement to whose publication the Minister objected was based evidently on the "Circular Letter to Locals," dated June 11, 1923. We quote in its entirety the letter in so far as it relates to observations on the new form of agreement—its method of issuance, its imperfections, its surprises to the teachers, and the changes from the previous form. Our readers



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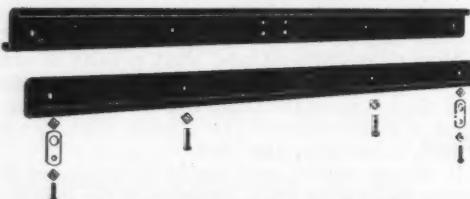
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will judge for themselves to what extent the Minister's statement differs from our own, but we cannot find one contradiction. The "Observations" read as follows:

OBSERVATIONS

"1. Ten (10) days' notice in the old contract is substituted by TWO (1) days' notice in the new form.

"2. True, the order of procedure with respect to the giving of 30 days' notice and the calling of the meeting has been reversed—a change specially requested by the Alliance, but the short period of notice of the investigation meeting is of far greater disadvantage to the teacher than was the disability of having the Trustees give the notice before the meeting be held.

"3. The effect of the short period of notice of meeting will preclude any possibility of the teacher being able to obtain any help from outside—the Alliance, for instance—or from making adequate preparations to defend herself. In cases of terminations of agreement it is very unusual for a teacher to be altogether unaware of the nature of the complaints to be made, or on what grounds allegations are likely to be based.

"4. No provision is made in the new form of agreement for the teacher to be entitled to representation of any kind; the teacher will be compelled to fight her battle defenseless and alone, and the Alliance will find it very difficult to function in the majority of cases as the defender of the teachers' rights before the School Board.

"5. No draft of the contract was shown to the Alliance, either formally or informally, previous to its being printed, enclosed in the registers and sent broadcast throughout the Province to School Boards. There has always existed an understanding by both Department of Education and the Alliance that contracts would be referred to us before being decided upon finally.

"6: The Minister's offer made at the Conference last January between officials of the Department of Education and five members of the Executive of the Alliance was as follows:

"A hearing of the teacher, and **due notice** of the date of the hearing be given to him; that if the Board finally gives notice to the teacher he will have the privilege of appealing to the Minister of Education."

"This offer was taken down verbatim and repeated again and again by the General Secretary-Treasurer at this conference, so as to make sure that there be no misunderstanding with regard to this matter in the mind of everyone present. The hearing was to take place **before** any notice was to be given, and the appeal to the Minister of Education was to take the place of the Board of Conciliation. The same offer was made by the Minister of Education to the Trustees at the last Trustees' Convention. The Trustees accepted the idea of the 'investigation' being held before notice be given, but were opposed to any appeal to the Minister of Education. Thus, the Minister of Education made the same offer to both parties. The Alliance accepted his offer, the Trustees did not; yet the point of view of the Trustees has prevailed. Furthermore, when the offer was made to the Trustees no suggestion was made that the **TEN** days' notice be reduced, and the Alliance took it for granted that the period would remain the same—**TEN** days, not changed to **TWO** days."

Evidently, there is a wide difference between our conception of the interpretation of the phrase "taking

into confidence" and the Minister's conception. Confidence implies an interchange of word and thought, a reciprocity of ideas, a mutual avowal of intentions, a free exchange of argument, resulting finally in both parties separating with a full understanding of what the other expects to do or not to do.

We draw attention particularly to Section 5 quoted above. Never before, since the existence of the Alliance, had a new form of agreement been finally decided upon by the Minister without some authorized representative of the Alliance being made acquainted with its exact contents.

The thought naturally arises: "What happens in other provinces? Does the A.T.A. ask for more than teachers' organizations ask in other provinces in Canada, and receive less?" Judging from the delegates' reports at the last convention of the C.T.F., Alberta teachers very regrettably can come to no other conclusion than that we certainly receive less in the way of confidence from the Minister than is the case in other provinces, although our requests seem to be practically the same as those made to Departments in other provinces. Let us cite one case to serve as a basis for comparison.

In Ontario at the present time the matter of revision of the prescribed form of agreement is under consideration; the teachers have discussed it with the Department of Education, as have also, we believe, the Trustees; a new suggested form of agreement (not yet issued) has been drafted by the Department. What does the Ontario Minister do with it? Print it and spread it broadcast without a word to anyone? Certainly not. An Ontario delegate to the Convention reported fully on the contract question in Ontario. He informed the Convention that the draft of the suggested form of agreement had been forwarded by the Department to the Teachers' Organization previous to its being placed in the hands of the printer, presumably to obtain the opinion of the teachers, their reaction to the changes from the old form, and to receive suggestions. Procedure of this kind is what the A.T.A. defines as being "taken into confidence."—J. W. B.

Communications

September 8, 1924.

To the Editor, A.T.A. Magazine,

Imperial Bank Bldg., Edmonton.

Dear Sir,—Will you please allow me space in the columns of your journal to say a word of appreciation of the assistance and support given me during my three years of work with the teachers of the Province of Alberta?

I do not wish to review many of the efforts which we have put forth, nor to offer any suggestions or criticisms of the results obtained thus far. I think we have all realized that the task of placing at the disposal of the teachers the groups of facts and processes which compose the newer educational psychology, is one which requires co-operation, friendliness, patience and charity on the part of all persons engaged. I have felt that this is the attitude of the teachers with whom I have worked and, in so far as the results have been beneficial, I consider that it is due to the zeal and sympathy of the teachers. The University of Alberta is making plans to continue the work in its entirety, and I am satisfied that the teachers of this Province

are being offered opportunities paralleled by but few other places in Canada.

I wish to make special reference to one thing only: namely, to the Spelling Survey which was carried on in the closing months of the last school year. I had intended to publish through your columns the list of the names of all the teachers co-operating in this task, but have found it impossible to compile such a list because of pressure of other duties. I trust that the teachers will realize that my gratitude is none the less sincere. The preparation of a spelling course based on a scientific investigation such as we carried out was a stupendous task, but the thoroughness and accuracy with which these teachers did their work relieved me of worry and strain in the statistical work. The new Spelling Course is possibly faulty at points, but is, at least, the most scientific course in existence in Canada. The only way in which it can be made more accurate is by the continuation and extension of the work done by Alberta teachers.

May I, in conclusion, assure you and all the zealous teachers of the Province of my sympathy with the Teachers' Alliance and my appreciation of the work it has been doing in encouraging a professional attitude among teachers and in creating a body of professional opinion. This is a task of permanent value, both to the teachers of the Province and to those of the Dominion, and I am very happy that I have been privileged to be associated with a group of men and women with as high ideals, with as much zeal and with as great enthusiasm and energy as those I have found in Alberta.

With very best wishes to my friends, both as individuals and as members of the body corporate of teachers, I am, sincerely yours,

E. D. MacPHEE.

Camrose Normal Alumni

"Amicitiae Causa"

1919-20 Class:—

Since time immemorial the fair sex has exercised two prerogatives (at least)—changing her mind and changing her name. Wedding bells rang this summer for two of our class—"Sunny" Herie and Olive Mann—who availed themselves of the privilege. The former is now married to Mr. F. J. McKenty, a lawyer of Lacombe, and the latter to William R. Brown, B.S.A., of Alix, an overseas man. They are making their home in Edmonton. It is whispered that the latter romance budded at S.S. two years ago,—another argument in favor of our Departmental mascot!

Charlie Linn wasted his substance this summer on a trip to the Coast.

Grant Saul finds Chauvin district too good to leave.

We extend congratulations to Sam Crowther. He has landed, we understand, the vice-principalship of Strathmore at an attractive salary.

"Happy" Aldridge, as cheerful as ever, is once more resuming his duties at Holden. Didn't we hear he'd broken into the movies last year?

In the June number of the A.T.A. Magazine was published a list of class representatives. These have expressed their willingness to handle news items. Why not co-operate with them? The point at issue is: Are we proud enough, and fond enough, of our Alma Mater to wish to keep alive the "esprit de corps" of the

institution we learned to respect so deeply? We want to see that question answered plainly in the affirmative. There is so much which could be done to foster a fraternal spirit. Classes come and go, but we are just one big family, pledged to help the weaker members. So if you think they don't need the moral support you can give, just recall how you felt when you first had to be "teacher." All fresh Normalites write a lot of letters when they first get "out." The pity is that they drop the habit. Let us direct this communicative spirit into the channel of the Alumni Association, and hold our classes together.—A.S.

Ramsay MacDonald on University Education

I am very sorry that I cannot claim to have had any university connection at all until a few hours ago. Sometimes my friends ask me whether I will not regret when the times comes for me to pack up and leave 10 Downing Street. I am not sure, but I will confess that when the sad moment came for me years ago to pack up every vestige of hope of ever being able to attend a university, I shall never again experience the heartbreaking feeling I did then. I am one of those Scotsmen who had a very good board school education, directed and inspired by one of the greatest of men, an old dominie.

The Scottish universities have been unique amongst the universities of the whole world for spreading a general enlightenment. We may be very learned and apply skill and knowledge to the arts and professions, but if culture, knowledge and intelligence are differentiated from the great mass of the people we shall still want that source of inspiration from the minds and aspirations of the common people that all national culture requires. The greatest service of the Scottish universities has been to produce a unique race of schoolmasters—when every little village had its schoolmaster who had gone through a university and who, with all the affection of a father and the tenderness of a mother, watched our first tottering steps along the hard and dusty road of life. Happy and rich is the nation that has such a race of schoolmasters. And that nation appreciated them.

You can pay your teachers, you can put them in palaces, and yet you have not secured the secret of education. What education wants, and what the teacher wants, is spiritual appreciation on the part of the great mass of the people with whom he is living. It is the genius of the old Scotch university which, I hope, will be zealously guarded, to flash across the minds of the common people that nothing is more honorable to the poor family of Scotland than that at least one of its sons should be at Aberdeen, Edinburgh, St. Andrews, or Glasgow, pursuing the ways of learning and knowledge.

My cloak is not hanging upon an academic peg of the past, but it is hanging upon shoulders that are below a head which holds universities in high honor and which now makes its confession quite sincerely that it regards the intangible honor of learning and the association with a university as far more precious than any other honor which it will ever gather unto itself.

Silence is as often a sign of stupidity as of wisdom.

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PROFESSOR E. D. MacPHEE

With the appointment of Professor E. D. MacPhee of the University of Alberta to succeed Dr. Bridges at the University of Toronto, a brilliant chapter in the history of education in Alberta is brought to a close.

Mr. MacPhee came to the University of Alberta at the time when the Alberta Teachers' Alliance first brought forward its proposal of greater facilities for teachers for professional training in education. Dr. McDonald and Professor MacPhee both took hold of this work at the University, and inside of a year had aroused the interest of teachers throughout the Province in the newer technique in education—in educational psychology, educational measurement, mental testing, and mental hygiene. A large number of Edmonton teachers enrolled for these classes at the University, and now the Calgary teachers are offered the same facilities by means of special lectures. That so much could be done in two years is truly remarkable. Nothing quite like this has happened elsewhere in Canada.

It was Professor MacPhee's firm conviction that teaching a profession until teachers are required to spend a much longer time in training, and are trained in a scientific technique which no mere layman can employ successfully. The great trouble with teaching under present conditions, thinks Professor MacPhee, is that everybody knows something of it, and that very few teachers themselves know much about it. This is decidedly not a favorable environment for professional status.

Professor MacPhee was not a merely academic professor. He found time to address public gatherings, business men's clubs, and teachers' conventions. His brilliant work and unflagging zeal in the cause of education will never be forgotten by the teachers of Alberta; and he takes with him the best wishes of the Alberta Teachers' Alliance for success in his new field.

Question Drawer

[Arrangements are being made whereby any reader may receive from acknowledged experts an answer in this Department to any question relating to Education or School Work. There is no charge for this service. The purpose of this Department is to help especially our less experienced teachers, for whom a timely answer to a perplexing difficulty may bring success instead of failure. Any question on educational work—administrative, academic, professional or legal—will fall within the scope of this Department.—Editor.]

Question 1: A boat which is to travel at five miles per hour is to cross a river running at four miles per hour. At what angle with the bank must the boat move so that it may be landed at a point directly opposite the starting-point? (L.G.—W.)

Answer: Let AB represent the velocity of the boat in magnitude and direction (five units); and let AC represent the velocity of the stream in magnitude and direction (four units). On completing the parallelogram, let the resultant velocity be represented in magnitude and direction by the diagonal AD. But the resultant velocity is in a direction at right angles to the bank of the stream; hence angle BAD is a right angle. But the angle BDA equals the required angle DAC, and the sine of angle BDA is BA over BD, equals BA over AC, equals four over five, equals .8. Hence the required angle can be found by looking out, in a table of natural sines and cosines, the angle whose sine is .8.

Question 2: Is there any difference between Latin 2 and Grade XI. Latin? (F.A.B.—B.)

Answer: Latin II. begins at a more elementary stage than does Grade XI. Latin, for the reason that but few Latin I. classes get as far as the end of the assignment for Grade X. (p. 188 of *Robertson and Carruthers*); but Latin II. concludes at the same point as Grade II. Latin, and for this year makes use of the same textbook in Grammar. There is a further difference in the fact that for Latin II. Baker and Inglis' *Latin Composition* is used, whereas this text is not prescribed for Grade XI. Latin.

Question 3: Can the A.T.A. Bureau of Education prepare time-tables for rural teachers? (Several.)

Answer: This might be theoretically possible if the Bureau were given full and exact information regarding the number of grades taught, the number in each grade, the condition of the grading, and a number of other little points which affect the working of a time-table. Our advice is, however, that the teacher, who is on the spot and knows all the local conditions and circumstances, can construct a far better time-table than any "rank outsider."

Question 4: Are the Supplemental Examinations for Grade XII. open to all students, or only to those who have failed in June?

Answer: This year they were open to any students, just as in the case of the Grade XI. Supplements. This same policy will probably obtain next year.

An Imperial Duty

The annual report of the Fellowship of the Maple Leaf Annual Meeting, held last May in Caxton Hall, Westminster, England, has been forwarded to the Alliance office by a Canadian teacher in England. It is a very interesting document and, in the opinion of the teacher mentioned, merits the attention of Western Canadian teachers.

Unless one be intimately connected with vacancies in schools, a Canadian teacher is likely to know very little concerning this organization unless he has had the ill-fortune to apply for a school and be underbid by an F.M.L. teacher. The principal function of the F.M.L. (judged by the Annual Report) is to provide bursaries or loans to Old Country teachers to enable them to emigrate to Western Canada to take positions as teachers and supplement the work of teaching with church work without pay. The Annual Report says:

"The F.M.L. has undertaken the arduous task of liaison work between the old civilization and the new. As the old Greek colonists carried the sacred fire from the temple hearth to distant abodes, so the F.M.L. is attempting something similar by sending Christian and patriotic teachers, enshrining the highest ideals of our race to the distant prairie townships. Their mission is to help and encourage our pioneer people, educate their children, and organize the social and spiritual welfare of the community wherever they may be."

"Thousands of people from Great Britain in the rural areas are in a degree cut off from their social, moral and spiritual bases; it is quite probable that the whole tone, temper and character of Anglo-Canadian ideals may become seriously modified."

"Clergy on the spot are utterly inadequate in numbers to carry on any real welfare work, and, in addition, by their occupation they are necessarily

viewed suspiciously by the Doukhabour, Slav and other nationalities."

"Since February, 1924, a large number of teachers have left England for this work. Appealed to on the highest grounds, many of them have made a financial sacrifice for what is by no means an easy work, and their help in the upbuilding of this new civilization is incalculable."

The above excerpts show very plainly that the principal aim of the F.M.L. is to send teachers from England and Wales, presumably members of the teaching profession, but primarily servants of the church, the salary they obtain as teachers being the sole means whereby the banner of patriotism and religion is carried forward in this benighted Western Land which cannot produce teachers of sufficiently large calibre, of lofty ideal, Christian spirit, imperialistic in sentiment, cultured and able to take the lead in the social activities of the community.

There are those who contend, and rightly so, that no teacher can be successful, especially in this land of wide spaces and comparative absence of community activities and diversions, unless he have a penchant for taking a prominent part, even the lead, in social activities, in "keeping bright the flame of duty to one's neighbors, and promoting a response to the love of God"; in fact, teachers who are lacking in this respect soon find that they have missed their calling, and if they do not soon quit teaching of their own accord, a Western Canadian School Board rapidly disposes of their services. But the idea of having the teaching profession composed of men and women partly teacher and partly preacher militates against the best interests of the teaching profession, and the welfare of education. Teaching is sufficiently onerous a task to demand full and complete concentration, and it does not fit in with any other line of work. If the main interest of the teacher lies in some other line of work, then teaching becomes a side line. A School Board which pays a person for teaching has a complete right to the best that the teacher can give in the way of interest and undissipated energy. If a School Board does not particularly mind a teacher giving considerable time and energy to something else besides teaching, it expects to compromise on salary—just what one might expect—and opinion amongst members of the Alliance is unanimous that a teacher has no moral right to lower the status of his confreres by accepting a lowered salary because of facilities or conveniences provided to engage in some other line of work, be it church work, running a farm, running a store, or helping at home. If this kind of thing becomes general, and it is altogether too common at the present time, then the aim is defeated of those who are working and striving to attract and maintain within the teaching ranks persons of ability who will devote themselves solely and exclusively to the work of teaching as a life work. Low salaries mean the manning of the schools to a considerable extent by young men working themselves through college, young women waiting for a change of occupation, and men and women of mediocre ability and lacking in ambition, being too ordinary to enter any other calling and too poor to find a home worthy of a teacher.

The activities of the F.M.L., we judge from the information at our disposal, are calculated to lower salaries and develop the reprehensible practice of underbidding. The teachers come to Canada burdened with debt before they commence to earn a cent—just like the Normal School graduates; they desire to pay

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back the bursary or loan; they must live, they must get a school at any price. What is the result? The teacher market becomes overcrowded, School Boards pass the word along that there are all kinds of teachers to be had at low rates of pay, they play "follow my leader" in "firing" their present teacher in hopes of engaging another at a lowered salary; and thus the status of the profession slides down the spiral to rock-bottom level.

Another query arises. Is it not possible that Canadians and Canadian educational authorities have sufficient ability, initiative and knowledge of the situation to tackle the "melting-pot" problem better than anybody else? Is it really necessary for philanthropic societies in other parts of the Empire to step in unasked to help solve a problem, purely and simply a Canadian one? It may possibly be that Western Canadian teachers are lacking in those finer qualities of truth, courtesy, sincerity, patriotism, love of Empire and ability to develop community activities, but an implication of this kind would be considered by them as unkind, to say the least—if not positively insulting—for the idea has often been expressed that there cannot be found in any part of the Empire a more sincere and patriotic body of educationists than the Western Canadian teachers. It is perfectly true that in this polyglot Western land we have a nationalist problem to tackle more serious than in any of the other overseas dominions; there are evidences that settlements of English, Americans, Scandinavians, Germans, Slavs, Doukhobors, do not desire to become Canadians. Western Canadians are aware that these communities segregate themselves with a tendency to developing in our midst little Englands, Americas, Russias, Germanies, etc. However, one having any knowledge whatsoever of educational systems in Canada must know that each local school district has an absolute and unfettered right to appoint whomsoever they will to teach, provided the appointee has completed the requirements of the Department of Education and holds a valid certificate of qualification. That being so, it must be very patent that any community with nationalist tendencies other than British will take particular care to appoint as teacher one of their own blood, and it would be likely to aggravate the situation if any endeavor were made to foist upon any school district, with their present statutory powers, teachers whose sentiments do not harmonize with those of the School Board or of the community. The only possible way whereby the New Canadian problem can be effectively tackled in Western Canadian schools would be to vest the powers of locating or appointing teachers to the individual schools in the Department of Education. Much as one may appreciate the high and noble motives of the F.M.L., they are on the wrong tack in sending out Old Country teachers to tackle the "foreigners" problem. Their money, enthusiasm and interest might serve a better purpose by being devoted to creating the right atmosphere in political circles in Canada with regard to the need of amendments to the provincial School Laws. It would be a more direct and open method, anyway, of informing the Canadian public of their aims and ideals, but our friends of the F.M.L. would have to accept as an absolute condition that Western Canadians would reject by an overwhelming majority any policy tending towards linking up educational systems with any church.

Some of the finest teachers in our midst claim Britain as their birthplace, but British teachers who are making any contribution to Western Canadian

education and Western Canadian life are not "beings set apart." They are those who have grasped the glad hand of fellowship of Canadian teachers, who intermingle and fraternize with their Canadian confreres, who absorb their point of view, even follow the lead of the Canadian teacher; in other words, they have "become one with us", and they are happy and are making a success of their work. If membership of the teachers' organization is any indication of fraternity—and what else can be so accurate an indication?—then the proportion of F.M.L. teachers whose names appear on the roster of membership of one or other of the Western Canadian teachers' organizations may be accepted as a criterion of the extent to which they are coming to Western Canada and casting in their lot with Western Canadian teachers. The figures are not yet available for Saskatchewan, but of 22 teachers whose names appear in the Annual Report of the F.M.L. as having located in Alberta during the year ending March, 1924, only ONE is a member of the Alberta Teachers' Alliance, Inc.

The Annual Report of the F.M.L. gives evidence of lack of up-to date information respecting the Western Canadian educational situation. For instance, His Royal Highness the Duke of Connaught, in his remarks at the Annual meeting said: "One . . . must have been struck when travelling by train in the Dominion by the absence of schools in vast areas. The absence is not the fault of those who govern the country; it is caused by the difficulty of obtaining sufficient masters and mistresses to occupy important posts, and giving practical education to those who have emigrated to Canada." "The Canadians are only too ready to help the teachers if they can *once get them there*, but it is for us to induce them to go, and make their lives there possible." Canadian teachers know very well that times have changed since His Royal Highness was Governor-General. It is true that during the years immediately preceding the war there was shortage of teachers in Western Canada, and during the war there was a famine. This shortage and famine were due to economic conditions only—low pay, etc. There never has been a time during recent years when in every Western Province there has been an insufficient number of qualified persons of the right type to man the schools. The reason for a large proportion of them keeping their certificates "locked up in the trunk" was that there was not sufficient inducement offered to dig them out. The supply of teachers is now adequate, more than adequate in several provinces, without any addition from outside tending that much more to further glut the market and lower the status of teachers.

Lord Burnham seems to have diagnosed the situation rightly when he said in his address: "I sometimes think it would be far better if there was a thorough **interchange** (mark the word—**interchange**—not emigration glutting the teacher supply in Canada and relieving the over-supply in Britain) between teachers in this country and those in the Dominions." Again, he put his finger on the right spot when he said: "Overseas teachers are still penalized in respect to scales of salaries and pensions rights." There's the rub. The F.M.L. may be sure that scales of salaries and pensions rights is the panacea to dispose of the cankering sore of an under-supply of teachers of the right type actually prepared to continue in the work of teaching in Western Canada. Oh, for a Lord Burnham and a Burnham scale in Canada, together with pensions rights, and we might add one more sine qua

non—security of tenure of position. Lord Burnham's remarks appear to us to clash rather awkwardly with those of the Rt. Rev. the Lord Bishop of Norwich, that "the salaries are adequate." Western Canadian teachers will take strong exception to this statement, and we wonder how many of the F.M.L. teachers now located in Canada would endorse this remark.

The Annual Report also makes the surprising statement that "teachers have an undivided sphere of influence over 36 square miles of country. This is the first we have heard of it. We were under the impression that unless the school be consolidated where transportation is provided, it is very seldom that a child has to journey more than two miles to attend school. Where there are unorganized territories there are insufficient pupils in the area to make a school, or the assessable value of the land in the district is insufficient to provide the wherewithal to build and maintain a school. Now the F.M.L. teachers cannot teach without a school and without a salary. How do the wide spaces without schools bear upon the situation at all? The F.M.L. does not supply school districts with funds to create schools; it seems merely to provide bursaries to teachers to emigrate to Canada, to provide hostels for F.M.L. teachers, and pay for publicity work—printing, postage and office staff. It seems to us that F.M.L. teachers cannot be of any assistance in educating the children without a school, few though these unfortunates may be. It may be information to the F.M.L. that there are scores of schools organized and buildings erected in Alberta which are closed, probably permanently, not because of lack of teachers, but because of lack of sufficient funds or population.

The F.M.L. is hereby thanked for its kindly interest and earnest desire to be of assistance to Western Canada; on the other hand, we would respectfully and earnestly request them to take particular care to inform themselves fully concerning educational affairs in Western Canada before taking such action, however well intentioned, as it may defeat the end in view—that of working in the best interests of Canadian education and Canadian community life. Nothing is further from the desire of the writer than to cast any aspersion on F.M.L. teachers; all it is hoped to do is to inform our members of the activities of the F.M.L.

Utopia and The Teacher

R. V. CLARK, Calgary Technical School.

To those who have wandered through the realm of Utopia in company with Mr. Barnstaple and have explored the future through the telescopic intellect of Mr. H. G. Wells, and to those who love Utopia and hate this "age of confusion," there must remain a deep regret that, like Mr. Barnsable, they have been compelled to return to this mundane muddle and relinquish their dream to the untrodden spaces of three thousand years hence.

I am one of those who, like the children of Hans Andersen's fairy tales, wandered through the world seeking the Wonder Land where all is beauty and harmony, and when Mr. Wells created for us this new "Realm of Gold," this image of a Reality To Be, I felt as if I had reached my destination and would rest contented in the "Abode of the Men Like Gods."

I know there are thousands of others who loved the glamour of Wells's Utopia, but I also know that to thousands it is merely an impossible though beautiful dream.

But this is not so!

Wells's book is a crystallization of all the Utopian dreams that idealists have ever dreamed, sifted through the clear logic and scientific mind of its creator. The world is developing along a certain line; progress is heading in a certain direction, and just as a body traveling in a particular path will eventually reach a definable point, so the world continuing generally along its present course of development must finally reach an approximation of Wells's Utopia.

"All that we have hoped or dreamed or willed of good shall exist!" said an idealist of the past century. The beauty of Utopia finds an echo in every heart that is not blinded by selfishness or grossness or ignorance, and because it is hoped for and willed in every heart, it will surely exist.

To whom, then, is this dream the greatest reality? To whom but to teachers! It is they who will have the greatest opportunities for service, they who will be the apex upon which Utopian life will revolve.

The politician has no place in Utopia. He wanders disconsolate among a people whose only platform is Truth and whose only ambition is for Beauty.

The lawyer, too, finds no clients in Utopia. He has no part in a country where the complexities of individual ownership have been abolished, and where the mists of rancour and animosity have been dispelled by the clear light of knowledge.

What part has the minister, the dispenser of mythical comfort, or the industrialist with his selfishness, or the myriad slaves of office, shop and factory, with their limitations and wasted efforts in this future scheme of things?

No; it is upon the teachers that the mantle falls, and they will bear the responsibility of the new order to guide the young and old into the paths of service; priests of the doctrine of Truth and Beauty, whose temple is the world, whose scriptures are the accumulated possessions of science and history and art, and whose law is love.

This, then, is the golden opportunity knocking at the portals of education, and we must not let it pass. This is our work which as teachers of today we can commence; to lay the foundations upon which future teachers may establish Utopia on earth; to cast aside all binding superstitions that limit and confine; to grow in knowledge that we may not be blind leaders of the blind; to teach our children that Truth and Beauty are better than much fine gold, that the present order of things is false and must pass, and that Utopia is a reality of the future only waiting for us to discover. Is not this the noblest ambition—to be a shareholder in the future Utopia? Is not this the only immortality worth having—the immortality of a heritage of service?

Let us plant the seed of service which, bearing in it the undying germ of truth, may be passed on through the generations until it blossoms out into a nobler order where mankind will lift up its head amid the stars, glorying in the beauty of a perfect body, the nobility of an unfettered mind, and the freedom of an all-loving soul.

"Did you make these biscuits, my dear?"

"Yes, darling."

"Well, I'd rather you would not make any more, sweetheart."

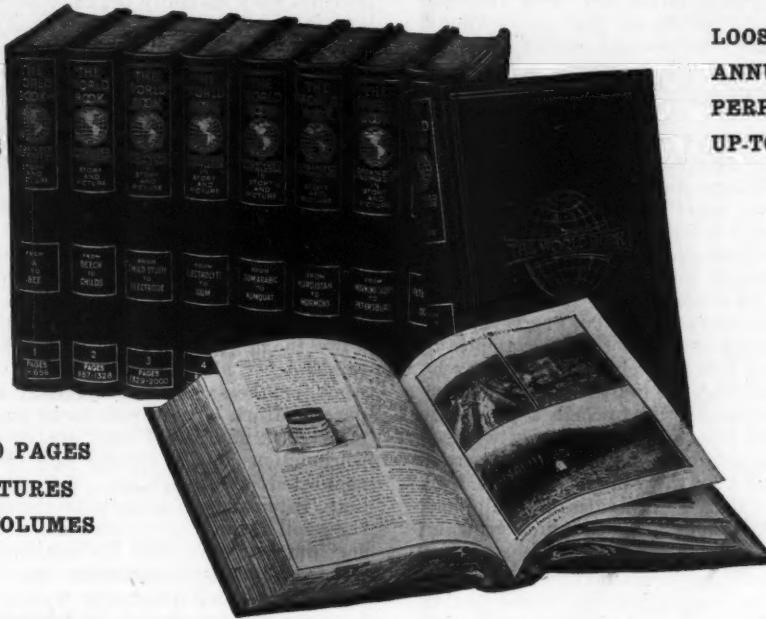
"Why not, my love?"

"Because, angel mine, you are too light for such heavy work."

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(A.T.A.)

Cause and Effect in the Composition Class

(ALEX STOCKWELL, Connor Creek, Alberta.)

The teachers in this "golden age of Pedagogy"—to paraphrase a famous term—are to be congratulated on their open-mindedness as shown by their willingness to adopt new systems and devices tending to put the polish of culture upon the minds of their charges. Projects, dramatization, art, with emphasis on its industrial phases, vocational and pre-vocational training, silent reading, the new attitude towards the presentation of grammar—all these more or less modern phases of pedagogy are getting their due share of attention.

But we sometimes get a rude shock when we set ourselves to examine composition ability, both oral and written, of the children enjoying these advantages. The lack of "sentence sense" among them is deplorable, accompanied as it is by a train of misplaced or omitted capitals and punctuation marks. And why should a child go through the public school with such expressions as "He hasn't been here *sense*"; "When Esther spoke, *why* he jumped," and "You're no bigger *then* me" uncorrected? Cannot such examples of bad English be erased from the child's vocabulary by a little care and persistence on the teacher's part during the early part of school life? Such a procedure seems to have much to recommend it. Cannot we keep on the watch for these errors which are being borrowed, it is worthy of note, by the younger children from the older? How easy it is, by comparison, to nip such a tendency in the bud and have the child grow up speaking, thinking and writing correctly!

Corrections sometimes have unexpected results. Take, for example, the "eating lunch at recess" habit. Ban it, but allow the eating of fruit and watch that rather neglected article of diet appear in the lunch pail five times a week! The remark at the head of this paragraph applies also to an error apparently uncatalogued and unrecognized by many teachers. Don't you find it annoying when you ask a child a question, using the rising inflection, and he replies glibly, using exactly the same intonation at the end of his speech, accompanied perhaps by a nervous giggle? It seems to be a product of several factors,—lack of an ear for musical speech, nervousness, imitation of the cadence of the teacher's voice, and a desire to please. The class will shift to the other foot, as if vaguely conscious that something is wrong. And the teacher senses that the child is insincere, and yet may be at a loss to know how to instil a more genuine ring to the child's answer and—more important—genuineness in his character. And the worst cases are also the most difficult on the score of discipline; they take pains to be very nice to the teacher's face, but—!

In this particular case, correction by the teacher produced for a time very meagre results. Demonstrations seemed of no avail. The scholar repeated his answer again and again in the same toneless voice. Considering the goal desired worth working for, the teacher persisted. Finally, a Grade II. "retard" caught the idea. Curiously enough, the scholars would much more readily speak with the correct intonation after listening to his demonstration of the proper manner than after hearing the teacher. A similar plan worked well in music class with those who could not demonstrate two sol-fa syllables. His assistance start-

ed the ball rolling, and very shortly most of the school was fairly proficient in the new art. The older ones naturally had the most difficulty with it, and were the least inclined to change their oral composition habits. What is more significant, however, is that the written work instantly began to show an improvement, varying in direct ratio as the quality of the oral work of each individual pupil. The class learned overnight where one sentence ended and the next began. From that time on, correcting the composition work seemed profitable, for there was good material to work on with a minimum of error as regards the use of capital and period. A subsequent meeting with a former teacher of this school revealed the fact that the "rising inflection" is an error not solely confined to scholars!

The "few sentences" composition was useful in this connection. The pupil was required to think up, say, eight good sentences on a topic and drop his voice at the end of each. When he had to prepare only a few thoughts for oral expression, he "thought" capitals and periods and used them in subsequent written work, on the same topic, correctly and with little apparent effort. There was, to be sure, a certain silted effect to a number of short sentences unconnected by conjunctions, but it seemed safe to anticipate a more connected style later on. The other pupils at their seats listened with interest to the oral composition of the pupil at the front of the room, counted his sentences for him, and criticized his arithmetical total, intonation, vocabulary, deportment and thought content, mentioning good points as well as bad ones. The younger ones were not to be left behind, and produced creditable work on given topics. "Almost a paragraph," was one teacher's comment.

It is curious that this composition error seems prevalent in a city which shall be nameless. It suffices to say that near the end of the term a family of four children, each coming from a different teacher, came to attend the school, bringing with them the "rising inflection" in its most virulent form and very poor composition ability. Their arithmetical ability was above reproach and indicated excellent teaching in that subject. They were duly corrected by scholars and teacher, and soon understood what was required of them. But why should the error have been allowed to persist in the first place, in a city where teachers have the assistance of trained specialists? May the correction of this error not be regarded as a milestone of progress in the child's academic career?

What have other teachers to say with regard to this "rising inflection" bogey? Is it, or isn't it, worthy of notice among the many things pedagogical we find gripping up around us?

If this brief article calls forth opinions from teachers much more fitted to express them than myself, or even focusses their attention a little more closely on the merits and demerits of this question, it will have served its purpose.

Irate Mistress: "Good gracious, Williams! Do you call yourself a lady's maid?"

"Williams: "Not at present, ma'am!"

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TO BRITAIN

O Britain! Britain! sea-surrounded Britain,
Thou justice-dealing Empress of the waves!
I love thee, live, would die for thee, my Britain!
And prize a place unknown among thy graves.

Who breaks the law within thy far-flung borders,
Though high he hide, remote or far obscure,
Thy tireless arm will reach and strongly snatch him
To retribution, righteous, swift and sure.

A child of thine by birth or by adoption,
Though great or small, of high or low degree,
If foreign state or people dare oppress him
Throughout the world, needs but appeal to thee.

We know thy story has some blackened pages,
But where's the man with no mistakes or sin?
Thy book among the books of all the ages
Will shine and shine and lasting glory win.

That story marks thee queen among the nations;
Thy rise, thy deathless struggles to be free.
Thy rule of life is "Raise the weaker brother
And break the tyrant, whosoe'er he be."

Thou'st neither fought nor sought for honors, Britain,
And yet hast had them strangely heaped on thee.
Vast stores of wealth, the vantage points of power,
The great new land beneath thy flag we see.

The Mind that guides the destinies of peoples
Has visions grander that shall thee allure.
Be earnest, honest, hopeful of thy future;
Keep high thy dreams, thy people sound and pure.

O Britain! Britain! sea-surrounded Britain!
Thou justice-dealing Empress of the waves!
I love thee, live, would die for thee, my Britain!
And prize a place unknown among thy graves.

—J. H. Blackmore.

IF YOU CAN

If you can toil through clinging mire,
Up-tripped by hidden roots and gouging stones;
And often splashed with mud, and tired,
With garments dank and heavy, yet look up
At yonder skies and mountains,
Something great is in you—
Be of cheer.

If you can live quite close to men—
Endure their pettiness, their passions know,
See what is right dragged down by lies,
Be bitten where you trusted, yet be brave
And keep your soul unbittered,
Then you're partly hero—
Do not fear.

If you can grow and learn through years,
And strive and be successful, honored, too;
And rise a little, yet be meek—
Can play with children, feel their griefs and joys,
Can treat young people kindly,
Friend, you're living, growing—
Persevere.

—J. H. Blackmore.

A PRAYER

Oh, Father, lead me on my way,
Through hills unseen and vales unknown;
And marshes, meadows, prairies gray;
Ravines, and steeps, and thickets lone.

Thy Words are filled with holy lore
To guide the step and cheer the soul;
Yet reasoning men contend so sore,
One knows not just where lies the goal.

I'd like to go as nearly straight
As land and weather will allow,
Without delay or needless wait;
Thy spirit, then, must show me how.

Inspire me all the restless hours,
Among these changeful hills I roam,
To single out the nectared flowers—
Then fly, enriched, unerring home.

—J. H. Blackmore.

Book Reviews

Education and Life, by J. A. Dale, M.A.; 300 pages and appendices; \$3.00. Oxford University Press, 25 Richmond Street West, Toronto.

In this book are gathered addresses given before the National Council for Education and Citizenship at Toronto, during the Easter week of 1923.

Education, its meaning, its cost and value, and its relation to life is the subject. Two aspects of this vital question are given special consideration: the relation of education and personal character, and the value of sound citizenship in building a great nation. The contributors are eminent authorities in education in Great Britain, France and Canada: Lord Robert Cecil, Sir Michael Sadler, Sir Henry Newbolt, Canon Cody, Dr. Trevor H. Davies, Professor Maurice Hutton, and others. These collected addresses make a valuable contribution to a subject of vital interest to all who are concerned, even in the remotest degree, with education.

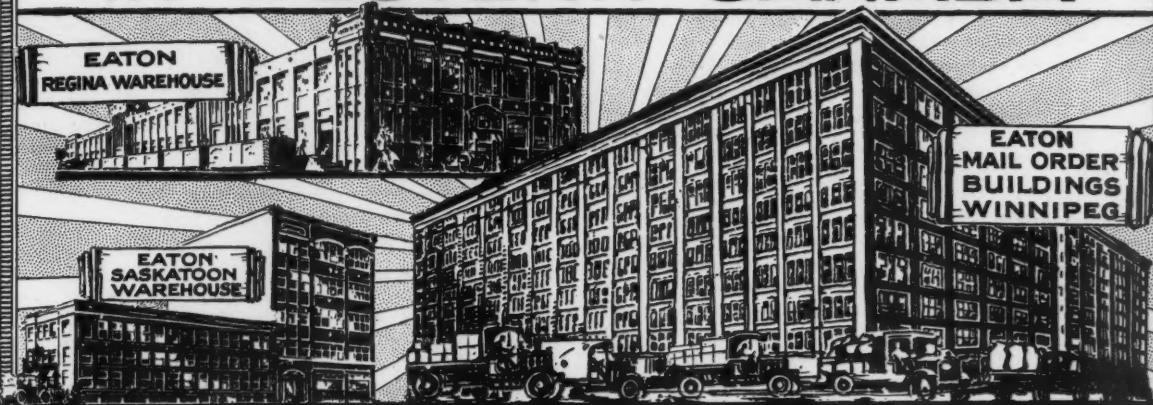
It hardly needs be said that this volume should be read carefully and digested by every earnest teacher; and for more reasons than one. The literary value of many of the addresses, notably those by Sir Henry Newbolt, is a good and sufficient reason for reading the book. And if the reader is a teacher, he can hardly fail to have his attention gripped by a book that purports really to deal with the problems which group themselves around the basic purpose and meaning of education,—even if it be only to differ more or less emphatically with some of the speakers.

After about two thousand years of jejune speculation in educational theory, and the resultant clash of opposing schemes and theories, the philosophy of education is at last in the way of becoming scientific. The last stronghold of mystic obscurantism is about to yield to the steady pressure of scientific investigation.

This book is valuable in that it makes out the best case possible for much of the older theory, and by that fact alone reveals with startling candour the utter inadequacy of that theory. Of course, it does much more than this. It inspires an interest in what is unquestionably our foremost social problem.

Our teachers would do well to add this book to their libraries.—H.C.N.

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Analecta

TOO CLEVER TEACHERS

On Sunday, July 13, a one-day conference on workers' education was held under the joint auspices of the Central Trades and Labor Council of New York and Vicinity, the Workers' Education Bureau of America and Brookwood Labor College. Nearly sixty Labor people and teachers were present. Among those making brief statements at the opening of the discussion were Mr. Carl Karston, chairman of the Education Committee of the Atlanta, Ga., Central Labor Union, and Mr. Robert Fechner, General Executive Board member of the International Association of Machinists. The subject of the conference was "What Labor Expects of Teachers in Workers' Classes."

Labor people urged that those who are deeply interested in workers' education should not try to go too fast, giving the idea a chance to take root in the minds of individuals and organizations. They warned against employing teachers who have had no contact whatever with the labor movement, and particularly against teachers who undertake to be witty at the expense of their classes and incur the suspicion of workers, who, like all other students, dislike the teacher who seems to take advantage of them and expose them to ridicule by his cleverness.

It was also pointed out that many adult workers, when the word "education" is mentioned to them, think immediately of the school which they attended when they were boys, where they sat at desks studying subjects in which they were but little interested, under teachers who failed to stimulate thought and imagination. Somehow union publicity must make clear the difference between that kind of education and education according to modern methods, such as are employed in workers' classes.

Great interest was shown in the report that in Raleigh, N.C., all the members of all the local unions are being canvassed individually by committees to find out what subjects they wish to see taught in the workers' classes that are to be formed there next fall.

HOW TO CONDUCT UNION MEETINGS

Miss Ellen Kennan, of the School for Printers' Apprentices conducted by Big Six Typographical Union in New York, held conferences on several days with those students who were interested in the problem of teaching English to workers.

Dr. Alfred D. Sheffield, of the Boston Trade Union College, held several conferences on the important subject of conducting meetings of shop committees, executive committees, locals and conventions, in such a way as to keep the discussion to the subject. "Give all members a chance to express their point of view, keep professional orators from monopolizing all the time and keeping the meeting from arriving at intelligent and workable decisions."

CLASSES FOR STRIKERS

On the last night of the summer session a very interesting report was made by Mr. Paul W. Fuller, who has recently become the educational director in District No. 2, United Mine Workers of America, in Central Pennsylvania. Mr. Fuller reported that the first classes organized in the district had been formed in a region where about 35,000 miners are on strike

against an attempted reduction in wages. Seven classes have been formed. The attendance in each of the classes grows from week to week. Not only the striking miners, but their wives and other members of their families attend. The subject being studied in these classes is the problem of coal mining, and nationalization as a possible solution. The booklets issued by the Nationalization Committee of the United Mine Workers are used as starting points for the weekly discussions. Mr. Fuller reported that these classes are taking the place of the ordinary propaganda meetings held in connection with strikes and are proving much more attractive to the miners than the old-fashioned type of mass meeting.

TEACHERS' STANDARDS

The suggestion emanating from the Canadian Teachers' Federation, meeting in Victoria, B.C., that teachers be raised to a professional status like doctors, lawyers and others, is not being received with any marked degree of enthusiasm. It ought to be pointed out, however, that it was not proposed that such an elevation take place all at once; rather was it an ideal for teachers to keep in mind, realizing that their work is just as important as, and often more important than, that of the doctor and the lawyer and the dentist.

But by degrees the teachers have been gradually travelling towards the height described at the Federation meeting. For instance, in The Renfrew Mercury we read that Dr. G. G. McNab, Public School Inspector for South Renfrew, says that fifteen years ago there was not a solitary second-class teacher in all the rural districts of the inspectorate. While Dr. McNab does not say so, it is doubtful if there are any other than second-class teachers in the same area today. A third-class teacher, so defined, is one who never attended a Normal school, or one who never took any pedagogical test but that provided by the old model schools. The fact that Ontario teachers in the brief space of fifteen years have been required to submit to higher technical standards, and have done so successfully, indicates the progress they have already made on the path to a professional status.

However, if in the process of attaining a professional status the Teachers' Federation intends that a larger proportion of taxes be diverted to education, grave objections will be registered. One authority computes that in 1901 education cost the Canadian people something like \$11,750,000, while in 1921 the total was \$110,000,000. In Ontario alone in 1920 the school taxes came to \$23,876,983, and in 1922 they had jumped to \$30,160,182, an increase of more than \$6,000,000.

The mere recital of the figures makes one rather sympathize with the taxpayers until it is realized that many teachers are still underpaid. It is notorious that very men and women with poorer educational attainments than teachers find more remunerative rewards in other walks of life. In fact, it is most difficult to find a teacher who is overpaid. If the increase in taxes which go for education is analyzed, it is safe to say that any extravagance discovered will not be in the salary lists. Very few persons will be found to quarrel with the teachers in their pursuit of laudable aims, such as securing a higher social status. It must be kept in mind, however, that if they are to succeed they must carry with them the favor of the taxpayers. They cannot afford to get too far ahead of public opinion, particularly in view of the heavy load the taxpayer is already carrying.

—Toronto Globe.



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